



Cowichan Valley Open Learning

CODE OF CONDUCT: EDUCATIVE, PREVENTATIVE AND RESTORATIVE

OVERVIEW

Codes of Conduct are in alignment with all policies and procedures, specifically:

AP 104: District Code of Conduct

Policy 25: Identity, Belonging and Connection and

Safer Schools Provincial Standards for Codes of Conduct Ministerial Order.

- As per the Ministerial Order, all Cowichan Valley schools Codes of Conduct have at their core, the intention to be *educative, preventative, and restorative* in practice and response.
- Codes of Conduct are not a list of school rules.
- The Code of Conduct exists to help make the school a safe, caring, and orderly environment for learning and working.

Educative, Preventative, and Restorative

Conduct expectations and decisions at CVOL align with District and Ministry Policy Guidelines and are employed with consistency and equity. Whenever possible, responses will be *educative, preventative, and restorative*, rather than punitive. Students, as often as possible, will be encouraged to participate in the development of meaningful outcomes to promote learning and growth. The primary function of addressing student conduct will be to correct, educate, and develop positive, contributing members of the school community.

Educative	Preventative	Restorative
Providing learning opportunities to understand and reflect on how their actions have impacts.	Proactively creating conditions that keep undesirable actions from happening.	Supporting students to participate in repairing, rebuilding, reinstating, redressing relationships.

Special consideration for Age and Ability:

The CVOL Code of Conduct is sensitive to students with diverse abilities that interfere with their ability to understand or follow the school's code of conduct expectations.

Special considerations may apply in these circumstances. Some students externalize behaviours that may appear to violate the code of conduct. These circumstances should be approached sensitively and case by case in an educative, preventative, and restorative way.

A. Statement of Purpose

Our school community is committed to fostering an environment that respects the balance between individual and collective rights, freedoms, and responsibilities. We believe that every member of our community has the right to a safe, caring, and orderly environment, and with these rights come responsibilities to uphold the values and standards of our school.

The expectations outlined in our Code of Conduct apply to all members of our school community. These expectations govern behavior on school premises, during school sponsored activities off school premises and extend to behavior beyond these times when such behavior impacts the safety, care, or orderliness of our school environment. This includes digital citizenship, where actions taken online can affect the well-being and learning of our students and the broader school community.

By adhering to these guidelines, we ensure that our school remains a place where everyone can thrive academically, socially, and emotionally.

B. Acceptable Student Conduct

Students are expected to demonstrate behaviours that contribute to a positive school climate and reflect the values of respect, responsibility, and inclusion.

Acceptable conduct includes:

Respect for Self and Others

- Treating peers, staff, and community members with kindness, dignity, and fairness
- Valuing diverse perspectives, identities, and experiences
- Using respectful language and actions in all interactions

Responsibility for Learning and Behaviour

- Engaging actively and positively in learning
- Taking ownership of actions and choices
- Seeking support when needed and offering support to others

Commitment to a Safe and Caring Environment

- Contributing to a physically and emotionally safe school
- Reporting unsafe behaviours or situations to a trusted adult
- Avoiding behaviours that may cause harm or discomfort to others

Promotion of Inclusion and Belonging

- Welcoming and including others in school activities and social spaces
- Challenging discrimination, bullying, and exclusion
- Participating in initiatives that build community and connection

Digital Citizenship

- Using technology responsibly and ethically
- Respecting privacy and boundaries in online spaces
- Avoiding harmful or inappropriate digital behaviour

These behaviours support the development of a school culture where all students feel safe, valued, and empowered to learn and grow.

C. Unacceptable Student Conduct

Unacceptable behaviours are those that interfere with the safety, well-being, and learning of others, and are inconsistent with the values of respect, responsibility, and inclusion.

These behaviours include, but are not limited to:

Bullying, Harassment, or Intimidation

- Any behaviour that targets others to cause physical, emotional, or psychological harm
- Includes verbal, physical, social, and cyberbullying

Discrimination

- Actions or language that demean or exclude individuals based on race, gender, sexual orientation, ability, religion, or other aspects of identity
- Violations of human rights and equity principle

Violence or Threats

- Physical aggression or threats of harm toward others
- Possession or use of weapons or dangerous items

Substance Use or Possession

- Use, possession, or distribution of alcohol, cannabis, or illegal substances on school property or during school events

Academic Dishonesty

- Cheating, plagiarism, or other forms of dishonesty in academic work

Disruption of Learning Environment

- Behaviours that interfere with teaching, learning, or the orderly operation of the school
- Defiance of school staff or refusal to follow reasonable instructions

Inappropriate Use of Technology

- Cyberbullying, accessing or sharing harmful content, or misuse of school devices and networks

Retaliation

- Any attempt to harm or intimidate someone for reporting a concern or participating in a resolution process

These behaviours will be addressed in ways that are consistent, equitable, and aligned with educative, preventative, and restorative practices. Special consideration will be given to students' age, ability, and individual circumstances.

D. Rising Expectations

As students grow older and more mature, it is our expectation that they will be held to a progressively higher standard of personal responsibility and self-discipline and will accept increasing consequences for inappropriate behaviour.

As students mature through their high school years, they are expected to demonstrate increasing levels of:

Personal Responsibility

- Taking ownership of actions and decisions
- Managing time, commitments, and academic responsibilities independently
- Seeking help when needed and following through on support plans

Self-Discipline

- Regulating emotions and behaviours in a variety of settings
- Demonstrating focus and perseverance in learning tasks
- Respecting boundaries and expectations without constant supervision

Respectful Communication

- Engaging in thoughtful, inclusive dialogue with peers and adults
- Listening actively and responding with empathy
- Navigating conflict constructively and respectfully

Community Contribution

- Participating in school and community initiatives
- Supporting peers and contributing to a positive school culture
- Demonstrating leadership through actions and influence

Ethical Decision-Making

- Making choices that reflect integrity and fairness
- Understanding the impact of actions on others and the broader community
- Upholding academic honesty and responsible digital citizenship

Restorative Engagement

- Reflecting on mistakes and taking steps to repair harm
- Engaging in restorative conversations and processes
- Accepting consequences and learning from experiences

Cultural Awareness and Inclusion

- Demonstrating respect for diverse identities, cultures, and perspectives
- Challenging discrimination and exclusion
- Promoting equity and reconciliation in everyday interactions

These expectations grow progressively from grade to grade, with the understanding that students will require guidance, support, and opportunities to practice and reflect along the way.

E. Consequences of Unacceptable Conduct

These consequences include, but are not limited to:

Reflection and Conversation

- Private discussion with a staff member to reflect on the behaviour
- Opportunity to share perspective and understand impact
- May include journaling, guided questions, or a restorative dialogue

Restorative Action

- Participation in a restorative circle or meeting
- Repairing harm through apology, restitution, or community service. Rebuilding relationships with those affected

Supportive Intervention

- Referral to school counsellor, youth worker, or support team
- Development of a behaviour support or learning plan
- Engagement with culturally appropriate supports or Elders

Parent/Guardian Involvement

- Notification and collaborative planning with family
- Joint development of strategies to support positive behaviour
- May include family meetings or restorative conferences

Temporary Loss of Privileges

- Loss of access to certain activities, spaces, or privileges
- Always paired with a learning opportunity or restorative task. Clear path to regaining privileges through positive actions

Formal Restorative Process

- Facilitated restorative conference with all parties involved
- Agreement on actions to repair harm and prevent recurrence
- Follow-up to ensure accountability and support

Suspension (In-School or Out-of-School)

- Used only when safety or serious disruption requires separation
- Accompanied by a re-entry plan focused on learning and restoration
- May include cultural supports, mentorship, or community involvement

District-Level Support or Intervention

- Referral to district staff for additional support or review
- May involve specialized assessments or alternative programming
- Continued focus on student growth and reintegration

Note: Responses to unacceptable conduct will be consistent and equitable. Each response will consider the student's age, ability, cultural context, and individual circumstances. Whenever possible, students will be involved in developing meaningful outcomes. We strive to ensure that consequences are educative, preventative, and restorative, rather than punitive or disciplinary. We encourage students to actively participate in the development of meaningful consequences for violations of the code of conduct. Additionally, we are committed to considering culturally appropriate and culturally sensitive approaches to conduct and consequences.

Steps to Address Unacceptable Conduct:

1. Notification: All parties involved will be promptly notified of the unacceptable conduct and the steps being taken to address it.
2. Prevention of Retaliation: Measures will be implemented to prevent any form of retaliation against individuals who report or are involved in addressing the conduct. Any form of retaliation or threats of retaliation will be considered an escalating, repeated behaviour and will be addressed with a greater degree of seriousness than first transgressions.

E. Personal Digital Devices

Personal digital device means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.

F. Student Suspension

Suspension is one of many strategies in a complex problem-solving restorative process designed to support the student to address unacceptable conduct. Student suspension may be employed as part of the larger intervention process, which will be educative, preventative, and restorative. A parent or guardian, and the Associate Superintendent, will always be notified by the administration in the case of a student suspension.

CONCLUDING STATEMENT:

All Cowichan Valley Schools including Cowichan Valley Open Learning ultimately strive to educate all students to be good citizens and make good choices. When student behaviour does not align the code of conduct an educative, preventative, restorative approach is utilized. When discipline is involved, our philosophy is to be as least punitive as possible to promote a change in student behaviour.